

General Information								
Course Title:	Clinical Rotation		Course Designation: BMS-571			Credits: 2		
Semester:	Spring		Year:		2008			
Department:	Graduate Education							
Co-Directors:	Dr. Sue Grigson		5772	Email:	psg6@psu.edu	Office Rm #	C1716C	
	Dr. Robert Gabbay		3592					rgabbay@psu.edu
	Dr. Timothy Craig		6525		tcraig@psu.edu			
	Dr. Alan Snyder		8496		asnyder@psu.edu		C1603	
Time :	4 h/week		Days:	M-F			Location:	TBD

Course Information

Description and/or Overview:
 BMS-571 – Graduate Clinical Rotation is designed to allow graduate students in all areas of study at Hershey and at University Park to gain intensive experience in a clinical area to compliment their thesis research. The site of the clinical internship and specific responsibilities of the student are determined by the selected clinical mentor that matches with the student. During the rotation, students will have the opportunity to attend Grand Rounds, shadow physicians, attend clinical research meetings, attend relevant case conferences, and if appropriate observe surgery. Students may become involved in data collection and analysis and in discussion of cases and treatment strategies.

<u>Course content and activity</u>	<u>Dates for Spring 2008</u>	<u>Coordinator</u>
Graduate Student Infectious Disease Summary Insurance Waiver Confidentiality Agreement	February 1	Dr. Beth Wallen/Student Health (Ms. Janice Mesarick, RN) Ms. Catherine Caruso, MEd Ms. Catherine Caruso, MEd
Organizational Session Understanding the clinical environment, clinical vocabulary, and clinical reasoning to consider how basic science knowledge can be applied to the clinic and vice versa	March 6 (2h) (7:00 – 9:00 a.m.)	Dr. Sue Grigson/NBS Dr. Timothy Craig/Immun and Infectious Disease Dr. Robert Gabbay/Mol Med Dr. Alan Snyder/BioEngineering
Clinical Rotation	Mar 13 – May 1 Presentations due: May 8	Clinical Mentor

Goals and/or Objectives:

1. Spend at least 6 weeks (4 h/week) in a clinical setting to gain experience with clinical practice, clinical and translational research, and dissemination of knowledge from the laboratory to the clinic.
2. Keep a journal to document clinical activities/experiences.
3. Participate in a relevant Journal Club.
4. Attend appropriate Grand Rounds.
5. Present to Residents, if appropriate.
6. Participate in an online discussion with fellow graduate students on ANGEL.
7. Give a 30 minute power point presentation to other graduate students in the program, the clinical mentor, and the basic science mentor to:

- a. Demonstrate an understanding of the material learned during the clinical rotation and its application to translational research.
 - b. Identify a specific problem (either in the basic science laboratory or in the clinic) and design a translational strategy to address the problem.
8. With minimal guidance from the basic science and/or clinical mentor, write a NIH-like Background and Significance section and Specific Aims to outline the background of the problem identified and to outline the translational strategy proposed to address the problem identified.
9. In so doing, prepare graduate students of the Pennsylvania State University for translational research.

Pre-requisites: The student must be at least a 2nd year graduate student and must have completed the appropriate paper work (see Requirements below).

Requirements: Course-specific policies and expectations.

- (1) **Student Infectious Disease Summary:** In January or early February, students must contact Janice Mesarick (x-5998) in Student Health on the Hershey campus to complete an Infectious Disease Summary. Once complete, this form is to be sent to Ms. Catherine Caruso, MEd.
- (2) **Insurance Waiver:** An insurance Waiver needs to be signed and returned to Catherine Caruso, MEd, Academic Placements Officer, Department of Psychiatry, H073. The form can be located at the following site: <http://www.hmc.psu.edu/facultyaffairs/shadowing/>
- (3) **Confidentiality Agreement:** A Confidentiality Agreement needs to be signed and returned to Catherine Caruso, MEd. The form can be located at the following site: <http://www.hmc.psu.edu/facultyaffairs/shadowing/>

All three forms must be received by Ms. Catherine Caruso, MEd, Academic Placements Officer, Department of Psychiatry, H073 before the start of the Graduate Clinical Rotation.

Requirements/Policies/Expectations:

1. The specific opportunities/requirements of the Graduate Clinical Rotation will differ for each student depending upon the nature of the selected Clinical Rotation. The specific opportunities for Clinical Rotations will be listed by the clinician at the following site <http://psu.neurosciencefaculty.info/forum/index.php>. Students will view this site, consult with his or her thesis mentor, and select a rotation that compliments the student's graduate studies. Each activity will include exposure to the related clinical setting, attendance at relevant Grand Rounds, Resident and Departmental Seminars, and lectures, a practical hands-on analysis of the subject matter (e.g., via an analysis of histology, fMRI, etc.), and consideration of important treatment issues. Students will be required to spend at least 4 h per week in this setting for at least 6 weeks.
2. Weekly requirements: In addition to the requirements set forth by the Clinical Mentor, each student will be required to keep a journal describing their clinical activities and experiences.
3. **Oral Presentation/Student Evaluation:** Students will be evaluated in one 30 min presentation given to other graduate students in their program regarding the material learned during their Clinical Rotation and its application to translational research.
4. **Written requirement:** Students will prepare one NIH-like Background and Significance section and Specific Aims outlining a problem identified in the clinic, the background related to the problem and, in the Specific Aims, the proposed translational solution to address the problem.
5. Online discussion: Students can use ANGEL to participate in an online discussion regarding experiences.
6. Clinical Mentor Responsibilities:
 - a. The Clinical Mentor must meet with the student at least once every 2 weeks.
 - b. The Mentor must be supportive of the student's inclusion as a trainee on the clinical team and should see to it that the student receives good counsel as to how to seek information in a patient care training environment.
 - c. The Clinical Mentor will be required to provide a reading list to the student.
 - d. The Clinical Mentor is required to attend and evaluate the student's oral presentation.
 - e. The Clinical Mentor must evaluate the student's written Background and Significance and Specific Aims.

- f. The Clinical Mentor should provide an "Exit Interview".
7. **Clinical Mentor Evaluation:** Students will have the opportunity to evaluate their Clinical Mentor and the specific Clinical Training Activity.
8. **Course Evaluation:** Students will have the opportunity to evaluate the course.

Required Texts and Resources:

When appropriate, handouts will be posted on ANGEL. It will be the students' responsibility to print the material.

Electronic Links:

Those required are supplied above. Any new links will be posted on ANGEL.

Attendance Policy:

Attendance and punctuality are mandatory. Irregular attendance or tardiness will affect your grade and may jeopardize completion of the Graduate Clinical Rotation.

Examination Policy:

No exams. Students will be required to make one 30 min power point presentation to the other students in their program demonstrating a grasp of the material pertinent to the Clinical Rotation and to the related translational issues. Students also will complete an NIH-like Background and Significance section and Specific Aims (about 4 pages) outlining a clinical problem identified by the student, the background to that problem, and a proposal to address the problem.

Grading Criteria:

The final grades are assigned by the Clinical Mentor on the basis of the oral presentation (40%), the written assignment (40%) and participation (20%).

Academic Integrity

Academic Integrity at Penn State is defined by Faculty Senate Policy 49-20 as “the pursuit of scholarly activity in an open, honest and responsible manner”. The University’s Code of Conduct states that “all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others”. Academic dishonesty (including, but not limited to cheating, plagiarism, or falsification of information) will not be tolerated and can result in academic or disciplinary sanctions such as a failing (F) grade in the course.

Plagiarism

In particular, the papers must be entirely a student’s own work: all sources must be referenced and any verbatim text from another source must be placed in quotations and referenced. Students are also discouraged from lightly paraphrasing text from other sources. In addition to ethical concerns, the papers provide an opportunity for students to improve their writing skills: therefore, it is in a student’s best interests to use his or her own words, particularly for students for whom English is not their native language. Plagiarism in a paper will result in a reduced or zero score for the paper.

[For more information, see: <http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>]

Statement on Remediation

The basis for grades, as stated in [Senate Policy 47-20](#), is "...the instructor's judgment of the student's scholastic achievement..." Occasionally, a disagreement arises in the assignment of a grade. A student who wishes to question or challenge the grade assigned in a course must first discuss grading practices and assignments with the instructor. It is expected that the student and instructor will try to eliminate any misunderstandings and will attempt to work out any disagreements over grades.

On the rare occasion that a student and instructor fail to resolve the grade dispute through informal means, the student may request that the head of the academic program offering the course act as a mediator. If this mediation does not resolve the dispute, the student who is a graduate student may request further mediation from the associate dean for graduate studies.

[For more information, see: <http://www.psu.edu/dept/oue/aappm/G-10.html>]

Educator’s Code of Conduct

The Penn State Milton S. Hershey Medical Center and Penn State College of Medicine are dedicated to developing and maintaining a strong commitment to ethical teaching practices at all levels of the education process. The foundation for this Educator’s Code of Conduct is provided by the Penn State University Graduate School Statement on Teaching Ethics (1). The development of this Graduate School statement was based on a special issue of the journal, *New Directions for Teaching and Learning*. In this special issue, entitled *Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship between Teachers and Students* (2), several authors provided theoretical and practical guidelines for honing ethical college teaching skills. Some of the authors’ recommendations have been used to formulate the Educator’s Code of Conduct provided herein. Some of these recommendations were modified to specifically fit the needs of both educators and students at the Hershey Medical Center and the Penn State College of Medicine. Both the Unified Campus Commitment to Excellence of the Hershey Medical Center and Penn State College of Medicine (3) and the Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM (4) were also consulted in preparing this Educator’s Code of Conduct.

Four Norms to Govern Teaching

Honesty

Honesty and integrity must be practiced during all aspects of the education process.

Promise-Keeping

Promise keeping requires the educator to fulfill the "promises" made at the beginning of the semester or any other learning activity. Syllabi, assignments, grading principles, and class and office hour schedules each involve promises that are made to students and that must be adhered to under normal circumstances.

Respect for Persons

The educator must approach the learner with personal respect. In addition, the educator ought to encourage mutual respect among students. In particular, respect for race, religion, sexual orientation, disability gender, age, marital status, cultural differences, and political conviction should be supported and encouraged in all aspects of the educational process.

Additionally, educators ought to show respect and common courtesy for students both during interpersonal interactions and in responding promptly to students' need for guidance and feedback. An environment free from harassment and discrimination, verbal abuse, physical violence, and intimidation in any form must also be provided for all learning activities.

Fairness

Recognizing the inherent subjectivity involved in grading, an educator ought to ensure that their grading practices are as objective as possible by creating and adhering to unambiguous criteria.

Principles of Ethical College and University Teaching**Content Competence**

An educator maintains a high level of subject matter knowledge and ensures that the content of the educational experience is current, accurate, representative, and appropriate to the position of the learning experience within the students' program of study. The educator must be capable of approaching each learner with a commitment to meeting his or her educational needs.

Pedagogical Competence

A pedagogically competent educator communicates the objectives of the educational experience to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.

Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfoting are dealt with in an open, honest, and positive way.

Student Development

The overriding responsibility of the educator is to contribute to the intellectual development of the student, at least in the context of the educator's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

Dual Relationship with Students

To avoid conflict of interest, an educator does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the educator. The establishment of a romantic/sexual relationship between an educator and a student should be reported to the immediate supervisor of the educator. Such relationships should be dealt with consistent with Penn State Administrative Policy AD41 — Sexual Harassment (5).

Student Confidentiality

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials and are released only with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to the student or to others.

Patient Privacy and Confidentiality

Educators who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines as outlined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Respect for Colleagues

An educator respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering student development.

Valid Assessment of Students

An educator is responsible for taking adequate steps to ensure that the assessment of a student's performance is valid, open, fair, and congruent with the course/educational experience objectives. An educator must be aware that such assessments are important in students' lives and in the development of their careers.

Respect for Institution and Profession

In the interest of student development, an educator is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches and the profession which he or she represents.

Citing Sources of Educational Material

An educator acknowledges and documents, as appropriate, the sources of information and other materials used for teaching.

Violations of the Educator's Code of Conduct

Should a learner experience conduct that is inconsistent with the Educator's Code of Conduct, he/she is encouraged to first address the issue with either the educator responsible for the inconsistency or the director of the course in which the educator teaches. Should this attempt to resolve the problem fail, or if the nature of the inconsistency is such that the learner does not feel comfortable addressing the issue with either the educator or the course director, the student may consult other individuals. These individuals may include but are not limited to: faculty advisor, student ombudsman, departmental chair, the Vice Dean for Educational Affairs, and the Vice Dean for Faculty and Administrative Affairs. The decision of who to contact may be dependent on the educational program of the learner and/or type of violation that was encountered.

References:

- (1) <http://www.gradsch.psu.edu/research/ethics.html#teaching>)
- (2) <http://cte.uncwil.edu/et/br030697.htm>
- (3) Unified Campus Commitment to Excellence of the Penn State Milton S. Hershey Medical Center and College of Medicine; 05/11/01
- (4) Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM; Effective Date October, 2001
- (5) <http://guru.psu.edu/POLICIES/Ad41.html>

Developed by the Unified Campus Academic Team Endorsed by Teams Council — May 21, 2003

Contact Information

Faculty / Title	Department	Phone #	EMAIL	Office Room #	Mail Code
Sue Grigson, Ph.D. Course Director	Neural and Behavioral Sciences	5772	psg6@psu.edu	C1716C	H181
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Janice Mesarick, RN	Office of Student Health	5998	jmesarick@psu.edu		HP03
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Catherine Caruso, MEd Academic Placements Officer	Psychiatry	7579	ccaruso@psu.edu		H073
<i>Comments: (i.e. preferred method of contact, contact hrs.)</i>	<i>Contact by email first</i>				
Kathleen M. Simon Administrative Assistant	Graduate Education	6608	ksimon@psu.edu	C1712	H170
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